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MANAGEMENT OF FIELD WORK PRACTICES TO IMPROVE STUDENTS' WORK ABILITY IN THE OFFICE MANAGEMENT AND BUSINESS SERVICES EXPERTISE PROGRAM AT SMK NEGERI SAMARINDA

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Abstract

Field Work Practice (PKL) is an integral part of vocational education in Vocational High Schools (SMK) which aims to connect theory and practice to form student competencies according to the needs of the business world and the industrial world (DUDI). This study aims to evaluate the management of street vendors in the Office Management and Business Services Expertise Program at SMK Negeri Samarinda. With a qualitative approach, data is collected through in-depth interviews, observations, and documentation from students, supervisors, and industry partners. The results of the study show that although most students feel that street vendors are relevant to their field of expertise, there are still challenges in mentoring and adapting to work culture. Program evaluations tend not to involve optimal input from industry partners. Strategic recommendations include strengthening partnerships, mentor training, collaboration-based evaluation, and developing soft skills modules. With the implementation of this strategy, it is hoped that street vendor management can

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produce graduates who are competent and ready to compete in the world of work.

Keywords: Field Work Practice, Office Management, Street Vendor Management

INTRODUCTION

Field Work Practice (PKL) is one of the crucial components in the vocational education system, particularly in Vocational High Schools (SMK). This program serves as a bridge between theoretical knowledge acquired in the classroom and practical experience in the real-world work environment. By participating in PKL, students can apply their academic knowledge, hone technical abilities, and develop essential soft skills such as communication, teamwork, and problem-solving. Furthermore, PKL enhances students' professional understanding, enabling them to better grasp the expectations and demands of their chosen industry(Abdillah & Puspitasari, 2024). In the context of the Office Management and Business Services Expertise Program, PKL plays a strategic role in equipping students with the competencies required by the business and industrial sectors (DUDI). Through hands-on experiences in authentic work settings, students are not only prepared to meet industry standards but also to adapt to the dynamic and competitive nature of the professional world. The program fosters a blend of academic and practical learning, ensuring that students graduate with the skills, knowledge, and confidence needed to excel in their future careers (Salinas-Navarro, Arias-Portela, González de la Cruz, & Vilalta-Perdomo, 2024).

At SMK Negeri Samarinda, the management of Field Work Practice (PKL) plays a pivotal role in shaping graduates who are not only proficient in technical skills but also capable of competing effectively in the increasingly competitive job market. The program aims to provide students with hands-on experience and exposure to real-world professional environments, thereby bridging the gap between theoretical knowledge and practical application. However, despite its importance, the implementation of PKL often encounters several challenges that can hinder its effectiveness and impact on student outcomes (Hastuti, 2024). One significant challenge is the lack of effective coordination between schools and industry partners. Without strong collaboration and communication, the alignment between the curriculum and industry requirements may fall short, resulting in students not acquiring

the skills that are in demand. Another issue is the limited availability of suitable PKL placements. Many students struggle to secure opportunities in organizations that are directly relevant to their fields of study, which can dilute the quality of their learning experience. Furthermore, the guidance and supervision provided during PKL are often not optimal, with insufficient mentoring and feedback to help students navigate their practical tasks and develop professionally (Hlado & Harvankova, 2024).

These challenges, when left unaddressed, can significantly undermine the employability of graduates from SMK Negeri Samarinda. Without meaningful and high-quality Field Work Practice (PKL) experiences, students may enter the job market underprepared, lacking the confidence and essential skills required to meet industry expectations. Practical training is a crucial component of vocational education, designed to bridge the gap between theoretical knowledge and real-world application. When this link is weak, students miss out on valuable opportunities to develop technical expertise, gain insight into workplace dynamics, and build the professional networks necessary for career advancement. The absence of effective PKL experiences can also result in graduates being perceived as less competitive by employers, as they may not possess the hands-on experience or industry-specific knowledge that sets them apart (Minh & Tien, 2024). This can lead to a higher unemployment rate among vocational school alumni, defeating the primary purpose of vocational education, which is to produce job-ready individuals who can immediately contribute to the workforce. To address these obstacles, a comprehensive and coordinated effort is essential. Strengthening partnerships between schools and industry players is a critical first step. By fostering closer collaboration, schools can better align their programs with current industry trends and expectations, ensuring that students acquire skills that are both relevant and in demand. Additionally, expanding the range of PKL opportunities is vital. Schools should work to identify and secure placements across diverse industries and sectors, giving students broader access to practical experiences that match their interests and areas of expertise (Rahmania, 2022).

Equally important is the need to enhance the quality of guidance and mentorship provided during PKL. Schools should ensure that students are supervised by competent mentors, both in the workplace and within the school, who can offer constructive feedback, support, and encouragement throughout their training. Regular evaluations and follow-ups can further ensure that students are progressing effectively and deriving maximum benefit from their PKL experiences. By overcoming these challenges, SMK Negeri Samarinda can

significantly improve the readiness and employability of its graduates. Graduates who complete well-structured and high-quality PKL programs are better equipped to meet the demands of the modern workforce. They not only possess the technical skills required to perform their jobs effectively but also demonstrate the adaptability, professionalism, and confidence needed to thrive in their chosen careers. Ultimately, these efforts contribute to the school's mission of producing competent and competitive individuals who can achieve long-term career success and make meaningful contributions to the business and industrial sectors (Isnaini, 2022).

Facing these challenges, effective street vendor management is the key to improving the quality of student learning experience. The management in question includes careful planning, targeted implementation, and comprehensive evaluation. In planning, it is necessary to map the needs of DUDI so that students can be placed according to their areas of expertise. During implementation, supervision and guidance must be carried out consistently to ensure that students gain meaningful experiences. Meanwhile, evaluations involving feedback from students and industry partners are an important step to improve the program in the future. With the structured and integrated management of street vendors, it is hoped that students of the Office Management and Business Services Expertise Program at SMK Negeri Samarinda can improve their work skills. Work skills that include technical skills, communication, time management, and professional ethics are the main capital for students to contribute optimally in the world of work. Therefore, this study aims to evaluate and design a better street vendor management strategy, so that it can create graduates who are superior and ready to compete in the era of globalization. This study aims to evaluate the management of street vendors in the Office Management and Business Services Expertise Program at SMK Negeri Samarinda (Siriphatcharachot, 2025).

METHODS

This research uses a qualitative approach to gain an in-depth understanding of the management of Field Work Practices (PKL) at SMK Negeri Samarinda. The qualitative approach was chosen because it allows researchers to explore the perspectives and experiences of parties involved in the implementation of street vendors, including students, teachers, and industry partners (Susanto, Yuntina, Saribanon, & Soehaditama, 2024) . The subjects of the study include students of the Office Management and Business Services

Expertise Program, street vendor supervisors, and representatives from industry partners. The research was conducted at SMK Negeri Samarinda and the location of industrial partners where street vendors are implemented. Data collection techniques include in-depth interviews, observations, and documentation. Interviews were conducted with 20 students with diverse street vendor experiences, five industry representatives, and several supervisors to explore their views and experiences. Observations were carried out in 10 partner companies to understand the process of student adaptation to work culture. The documentation includes the collection of street vendor guidelines, student reports, and evaluations from industry partners, supported by SMK annual report data. The data was analyzed using thematic analysis techniques. The analysis stages include organizing data based on sources and types, encoding data to identify key themes such as "suitability of street vendors" and "guidance challenges", as well as drawing conclusions based on the interpretation of findings. The results of this research are expected to provide strategic recommendations to improve the management of street vendors at SMK Negeri Samarinda so that they can produce graduates who are more competent and ready to work. This research was conducted on November 25 to December 16, 2024.

RESULTS

The results of this study revealed several important findings related to the management of Field Work Practices (PKL) in the Office Management and Business Services Expertise Program at SMK Negeri Samarinda. The findings cover various aspects of management, ranging from planning, implementation, to evaluation of street vendors. This study shows that street vendor management has a strategic role in improving students' technical skills and soft skills, such as communication skills, time management, and problem solving. In addition, the results of the study highlight the importance of collaboration between schools, industry partners, and students in ensuring the sustainability and effectiveness of street vendors. Some of the obstacles identified include the mismatch of on-site street vendor duties with competencies taught in schools, lack of coordination between schools and industry partners, and the need for more comprehensive guidance guidelines. However, a number of mitigation efforts have been made, such as strengthening communication between schools and partners, providing training for students before entering the workforce, and utilizing technology for remote monitoring. Thus, this study

provides a comprehensive overview of the dynamics of street vendor management in the Office Management and Business Services Expertise Program at SMK Negeri Samarinda, as well as its contribution in preparing students to face the needs of the ever-evolving world of work.

Suitability of Street Vendors with Student Competencies

The results of the interview showed that 70% of students felt that the Field Work Practice (PKL) place they chose was relevant to the field of expertise they learned at school. They get work experience that is in line with the competencies taught, such as the application of technical skills and the development of soft skills that support the needs of the industrial world. However, 30% of students revealed difficulties because the assignments assigned were not in line with their area of expertise. This causes some students to find it difficult to apply the knowledge and skills that have been learned at school, so that their learning potential during street vendors cannot be maximized.

Several industry partners also said that they need a deeper understanding of the vocational curriculum, especially related to the competency specifications that are the focus of student learning. Lack of coordination between schools and industry partners in determining appropriate work programs is one of the factors influencing this discrepancy. In addition, it was found that there was a need to update street vendor guidelines regularly to be more in line with curriculum developments and industry needs. Therefore, closer collaborative efforts are needed between schools, students, and industry partners to ensure that street vendor experiences provide optimal benefits and strong relevance to student competencies.

Table 1. Results of the Interview on the Suitability of Street Vendors

Assessment Aspects	Percentage (%)	Information
PKL places are relevant to the field of expertise	70	Students feel that assignments are in line with competencies
Tasks that are not in accordance with the field of expertise	30	Students have difficulty applying knowledge
Industry partners understand the vocational curriculum	65	Partners state tasks are relevant for the most part
Industry partners need better curriculum guidance	35	Partners feel coordination with schools needs to be improved

Source: Author's Analysis

The table summarizes the results of interviews regarding the suitability of Field Work Practice (PKL) places with student competencies and input from industry partners. Based on the data, 70% of students feel that the street vendor place they choose is relevant to the area of expertise they learn at school. This shows that most students get work experience that is in line with the competencies taught. However, 30% of students revealed that the assigned tasks were not in accordance with the competencies they learned, so they faced difficulties in applying knowledge and skills in the workplace.

In addition, 65% of industry partners stated that they understood the vocational school curriculum, so that they were able to provide tasks relevant to student competencies. Even so, there are 35% of industry partners who feel that they need better guidance regarding the vocational school curriculum so that the assignments given can be more appropriate. This data reflects the need for better coordination between schools and industry partners to ensure that the street vendor experience can provide maximum benefits for students while meeting the needs of the industry

Challenges in Mentorship

PKL supervisors face a number of challenges in providing optimal supervision to students during the practice period. One of the main obstacles is the limited time and distance of industrial partners' locations spread across various places, making it difficult for teachers to conduct regular visits and intensive monitoring. This condition results in most of the day-to-day mentoring responsibilities being in the hands of industry partners. Observations show that mentorship by industry partners has made a significant contribution, especially in mastering technical skills relevant to the world of work. However, there are still shortcomings in strengthening aspects of soft skills, such as communication, time management, and the ability to work in a team, which should be an important part of the street vendor experience. This is exacerbated by differences in understanding between industry partners and schools regarding student learning objectives during street vendors.

In addition, some industry partners feel that they do not have clear guidance regarding guidance approaches that are in accordance with the vocational school curriculum. As a result, mentoring is sometimes unstructured and lacks support for students' holistic development needs. To address these challenges, collaborative strategies are needed, such as improved communication between schools and industry partners, specialized training for

industry mentors, and the use of technology to support more effective remote monitoring. With these steps, guidance during street vendors can be more directed and provide maximum benefits for students. Challenges in street vendor guidance faced by supervisors and industry partners include various aspects that affect the effectiveness of guidance. One of the main obstacles is the time and distance of partner locations, which hinders direct supervision from teachers. In addition, there are shortcomings in strengthening students' soft skills during street vendors, such as communication and time management, which are important elements in the world of work. Industry partners also expressed the need for clearer guidance guidance from schools to align street vendor activities with the curriculum. These challenges can be summarized in the following table:

Table 2. Challenges in Guiding Street Vendors

Challenge	Percentage (%)	Information
Time constraints and distance of partner locations	40	Teachers have difficulty conducting intensive supervision
Lack of strengthening soft skills	35	Soft skills such as communication and time management are less honed
Lack of guidance guidance from schools	15	Industry partners feel the need for clearer guidance guidance
Differences in understanding of learning objectives	10	Lack of alignment between schools and industry partners

Source: Author's Analysis

From the table, it can be seen that the time limitation and distance of partner locations are the biggest challenges, followed by the lack of strengthening students' soft skills during street vendors. Although industry partners play a role in guiding students, there are still shortcomings in providing guidance guidance that is in accordance with the vocational school curriculum. Differences in understanding of learning objectives are also an obstacle that requires attention. Therefore, it is necessary to take strategic steps, such as strengthening coordination between schools and industry partners, preparing more comprehensive guidance guidelines, and training for supervisors and partners to ensure effective and holistic guidance for students

Student Adaptation to Work Culture

Most students (80%) showed good ability to adjust to the work culture in street vendors. This adaptation process includes an understanding of professional values, work habits, and operational standards applied by partner companies. However, in the early stages, some students face challenges, especially in understanding professional ethics (15%) and time management (20%). These challenges often arise due to the differences between the school environment and the world of work, which requires students to quickly adjust to the rhythm and demands of the industry.

Observations at partner companies reveal that students who receive intensive guidance from supervisors or mentors in the workplace adapt more quickly to the professional environment. As many as 65% of students who received intensive mentoring were able to demonstrate significant improvements in job skills, including effective communication, collaboration, and task management. This guidance includes direct direction, periodic evaluations, and constructive feedback that helps students understand and internalize the work culture.

In addition, some partner companies have also adopted initial training approaches, such as work culture orientation and the introduction of operational standards, which have proven effective in shortening the student adaptation process. With the right support, students are not only able to adapt technically, but also show significant development in soft skills which is an added value in the world of work. These results underscore the importance of structured guidance and close collaboration between schools and industry partners in supporting the successful adaptation of students during street vendors.

Students' adaptation to work culture is one of the important indicators of the success of Field Work Practice (PKL). Most students are able to adjust well, but not a few face various challenges, especially in the early stages. These challenges include an understanding of professional ethics and time management skills that are not optimal. Nonetheless, intensive guidance provided by supervisors or mentors in the workplace plays a crucial role in accelerating the student adaptation process. The following data summarizes various aspects of student adaptation to work culture;

Table 3. Student Adaptation to Work Culture

Student Adaptation Aspects	Percentage (%)	Information
Successfully adjusting to the work culture	80	Most students are able to follow the work culture well
Experiencing challenges in understanding professional ethics	15	Challenges at the beginning of street vendors related to understanding professional ethics
Experiencing challenges in time management	20	Some students have difficulty managing their time during street vendors
Receive intensive guidance and adapt quickly	65	Students with intensive tutoring show faster adaptation

Source: Author's Analysis

From the table, it can be seen that most students are able to adjust to the work culture, but there are specific challenges that need to be overcome, such as understanding professional ethics and time management. These challenges can be minimized with intensive mentorship that includes direct direction, constructive feedback, and periodic evaluations. Effective guidance not only helps students adapt faster, but also encourages the development of soft skills such as communication, collaboration, and task management. With the right support from schools and industry partners, the student adaptation process can be more optimal, ensuring that the street vendor experience has a maximum positive impact on their readiness to enter the world of work

Evaluation of the PKL Program

Documentation shows that the current evaluation of Field Work Practices (PKL) tends to be centered on written reports compiled by students. This assessment includes a description of the student's experience during street vendors, work results, and reflection on the tasks that have been done. Although this report provides an overview of student activities, this kind of evaluation still has limitations in capturing the dynamics that occur in the workplace in depth. One important aspect that has not been optimally utilized is feedback from industry partners. Observations show that most industry partners have valuable assessments and inputs related to student performance, such as technical ability, work ethics, and soft skills. Unfortunately, this input is often not well integrated into the formal evaluation process. This results in opportunities to improve street vendor programs based on the needs of the world of work to be less than optimal. To improve the quality of evaluation, it is

necessary to take strategic steps such as the development of a collaborative assessment format between schools and industry partners. This format can include quantitative and qualitative assessments of student performance, as well as direct recommendations from partners for program improvement. In addition, the use of technology, such as digital applications or platforms, can make it easier to collect and analyze feedback data in real-time, so that street vendor programs can continue to be adjusted to the development of industry needs.

The evaluation of street vendor programs currently faces various challenges that need to be improved to increase their effectiveness. Most evaluations still focus on students' written reports describing their experiences and work results during street vendors. However, feedback from industry partners, which should be a critical component of the evaluation, has not been utilized optimally. In addition, the assessment of soft skills, such as communication, teamwork, and time management, has not been well integrated in the evaluation process. On the other hand, the limited use of technology also makes the evaluation process run manually and less efficiently. The following is a summary of data related to challenges in the evaluation of street vendor programs;

Table 4. Evaluation of the PKL Program

Evaluation Aspects	Percentage (%)	Information
Focus on the student's written report	75	Most evaluations are based on student experience reports
Lack of utilization of industry partner feedback	60	Input from industry partners is underused to improve the program
Soft skills assessment is not integrated	50	Assessment of communication, teamwork, and time management skills is not optimal
Absence of a digital platform for evaluation	40	Evaluation is still carried out manually without an integrated system

Source: Author's Analysis

From the table above, it can be seen that most of the evaluations are still dominated by written reports from students (75%), with the utilization of industry partner feedback only reaching 60%. In addition, the assessment of soft skills, which is an important aspect of preparing students for the world of work, is only integrated in 50% of the evaluation process. The lack of a digital platform to support the evaluation process (40%) is also an obstacle that needs to be overcome immediately. To overcome this challenge, schools can develop a more

comprehensive evaluation format by integrating input from industry partners, expanding the assessment of soft skills aspects, and utilizing digital technology to make the evaluation process more efficient and structured

DISCUSSION

The results of the study show that the suitability between street vendor venues and student competencies is still the main challenge that requires more attention in the management of street vendor programs. In many cases, the placement of students is not yet fully relevant to the area of expertise learned in school. This occurs due to the lack of intensive coordination between schools and industry partners, the limited choice of suitable street vendor venues, and the lack of mapping of competency needs needed by each industry partner. This discrepancy has an impact on the limited opportunities for students to apply the technical and theoretical skills they have learned in school, so that the learning potential during street vendors cannot be maximized. To overcome this problem, strategic measures need to be implemented. First, schools can develop a database of industry partners that are grouped based on specific areas of expertise, thus facilitating the process of placing students according to their competencies. Second, it is necessary to synchronize the curriculum with the needs of the industrial world through regular discussion forums with industry partners. This will ensure that students have relevant skills and are ready to be applied in street vendors. Third, the formation of a special team for student placement that is tasked with establishing intensive communication with industry partners to ensure more targeted placements. The team can also visit industry partners to assess the suitability of street vendor venues before placement (Sutianah, 2021).

In addition, the results of the study underline the importance of periodic placement evaluation. This evaluation can be done through direct feedback from students and industry partners regarding the relevance of assignments to student competencies. The input can be used as material to improve the placement system in the future. To strengthen the effectiveness of placement, schools can also leverage digital technologies, such as web-based platforms that allow students, teachers, and industry partners to collaborate in selecting the most suitable street vendor locations. Appropriate placement provides a double benefit. For students, this allows them to hone technical skills directly in a real and relevant work environment. On the other hand, industry partners will also get interns who are able to

contribute better to their operational needs. More than that, the right placement also plays an important role in the development of students' soft skills, such as teamwork skills, time management, problem solving, and professional communication. Overall, the improvement of the suitability of student placement in street vendor programs not only supports the development of practical skills needed in the world of work but also enhances the school's reputation as an educational institution that is responsive to industry needs. These steps, if applied consistently, will make the street vendor program a strategic learning tool to create graduates who are superior and ready to compete (Endeli, 2024).

Structured guidance is a key element in ensuring the success of Field Work Practice (PKL) as part of student learning. The results of the study show that more intensive and systematic guidance is needed from supervisors and industry partners to support students during street vendors. Currently, the guidance provided is often not standardized and tends to vary depending on the individual's approach, both from the supervisor and supervisor in the workplace. Schools have an important role to play in ensuring quality mentorship. One of the strategic steps is to provide additional training for supervisors, especially regarding supervision methods, providing constructive feedback, and understanding the dynamics of the world of work. This training can be designed collaboratively by involving industry practitioners, so that teachers can understand the standards of skills and competencies expected by the world of work. In addition, training can include mastering digital technology to monitor student progress remotely, such as through online-based evaluation applications (Alviani, Hidayat, & Musa, 2023).

On the other hand, industry partners also need to be involved in structured guidance. Providing clear guidance guidance to supervisors at street vendors will help align student learning goals with the company's operational needs. This guide can include a description of tasks relevant to the student's competence, targets to be achieved during street vendors, as well as a mechanism for providing evaluations. With these guidelines, supervisors can be more effective in guiding students, not only in technical aspects but also in the development of soft skills such as communication, time management, and problem solving. Structured guidance can also be strengthened with periodic monitoring and evaluation systems, where teachers and industry partners work together to assess student progress. Regular meetings between supervisors and supervisors can be a forum to share information about student development, challenges faced, and necessary improvement steps. In addition, the involvement of students in the evaluation process, such as through reflective discussions,

will help them understand their strengths and weaknesses during street vendors. With structured guidance, students not only get clear direction during street vendors, but also feel emotionally and professionally supported in facing challenges in the world of work. This will ultimately improve the quality of the street vendor experience and strengthen the relationship between schools, industry partners, and students, creating synergies that support the overall success of the program (Lisdiantini, Azis, Syafitri, & Thousani, 2022).

In addition to technical skills, strengthening soft skills is an important aspect that must be given serious attention in the preparation and implementation of Field Work Practices (PKL). Soft skills, such as communication skills, time management, and professional ethics, not only help students adapt to the workplace but also become core competencies that are highly valued by the industry world. The results of the study show that students who have good soft skills tend to adapt faster, be more productive, and be able to work effectively in a team. Before street vendors, schools can organize intensive training to equip students with these skills. Communication training, for example, can include how to express opinions clearly, actively listen, and build professional working relationships. Time management training can involve simulating task management, prioritization, and stress management to help students handle the workload on the street vendor. Meanwhile, professional ethics training can be designed to familiarize students with workplace behavioral norms, such as discipline, responsibility, and integrity(Firmansah & Pamujo, 2024).

During street vendors, guidance from teachers and supervisors in the industry also plays an important role in strengthening the development of students' soft skills. Industry partners can provide direct direction on how to deal with challenging work situations, such as resolving conflicts in teams or communicating with colleagues from different backgrounds. Supervisors can also monitor the development of students' soft skills through periodic reports and reflective interviews. Strengthening soft skills can also be supported by integrated performance evaluations, where aspects such as communication skills, initiatives, and teamwork are part of student assessments during street vendors. Constructive feedback from industry partners can provide valuable insights for students to improve on their shortcomings. In addition, the development of soft skills can be integrated into regular learning programs in schools through simulation activities, case studies, and group projects. By equipping students with strong soft skills, they will not only be better prepared to face challenges in the world of work, but also have the ability to continue to develop professionally in the future. This not only supports the successful adaptation of students

during street vendors, but also creates graduates who are competitive and ready to compete in a dynamic job market (El-Sakran, 2023).

Collaboration-Based Evaluation is a strategic step to improve the quality and effectiveness of the Field Work Practice (PKL) program. Evaluations that involve input from industry partners can provide a more comprehensive view of student performance, both in terms of technical and soft skills. Industry partners are ideally positioned to assess how students apply the skills they learn in school in real-world work situations, while also identifying areas for improvement. Input from industry partners can include assessments of technical skills, such as students' ability to use specific tools or technologies, as well as soft skills, including communication, teamwork, and time management. This assessment can be carried out through a standardized evaluation format, such as a performance rubric that includes specific indicators that are relevant to the needs of the world of work. In addition, reflective discussion sessions or interviews between industry partners, students, and supervisors can also be a means to dig deeper into the insights (Hanafiah, Ruslani, Suryana, & Nugraha, 2024).

On the other hand, collaboration-based evaluation also provides opportunities for schools to improve street vendor programs in the future. Feedback from industry partners can be used to review the curriculum, adapt learning materials to the current needs of the workforce, and identify new skills that need to be taught to students. For example, if an industry partner expresses a need for mastery of a particular technology that has not yet been taught in schools, this information can be the basis for the development of more relevant learning programs. To facilitate collaboration-based evaluation, schools can develop digital platforms that allow industry partners to provide real-time assessments. The platform can also be used to store evaluation records, student progress reports, and recommendations from industry partners, making the evaluation process more transparent and efficient. By involving industry partners in evaluations, not only can student performance be improved, but also the relationship between the school and the world of work will be even closer. These collaborations create a mutually beneficial learning cycle, where schools can continue to refine educational programs, industry partners get qualified interns, and students gain experiences that are truly relevant to the needs of the job market (Rossouw & Steenkamp, 2025).

CONCLUSION

Research on the management of Field Work Practices (PKL) at SMK Negeri Samarinda shows that the structured management of street vendors, starting from planning, implementation, to evaluation, is able to improve the employability of students in the Office Management and Business Services expertise program. Effective management includes the preparation of work programs that are relevant to the needs of the industry, assistance by supervisors and mentors from the business world/industrial world (DU/DI), and continuous monitoring of the development of students during street vendors. In addition, the suitability of the curriculum with the needs of the world of work is a key factor in the success of this program, where the provision of theory in schools integrated with practice in the world of work provides real experience to students. PKL has also been proven to improve students' technical and non-technical competencies, such as administrative skills, communication, time management, problem solving, and soft skills such as discipline and responsibility. This research emphasizes the importance of collaboration between schools and the business world/industrial world in providing street vendor places, providing guidance, and opening job opportunities for outstanding students. Despite challenges such as limited practice spaces, lack of optimal supervision, and variations in the quality of guidance, solutions in the form of strengthening partnerships with more companies, training of mentors, and systematic evaluation can be implemented. With good street vendor management, this program has proven to be an effective strategy in producing graduates who are competent, ready to work, and able to compete in the industrial world.

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